

## University of Minnesota Morris Digital Well

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Consultative Committee

Campus Governance

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3-23-2017

## Consultative minutes 03/23/2017

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## **Consultative Committee**

March 23, 2017; 4:00 – 5:00 p.m.; Prairie Lounge

*Members present:* Co-chairs Michelle Page and Angela Stangl, Alisande Allaben, Kelly Asche, Ann DuHamel, Nancy Helsper, Megan Jacobson, Jane Kill, Lori Kurpiers, Colette Millard, Ted Pappenfus, Noah Pilugin

*Members absent:* Kelly Asche, Ann DuHamel, Megan Jacobson

### **Approval of Minutes**

Michelle provided copies of the minutes of the last meeting since they were made available electronically just today. It was determined that the reference to Jennifer Goodnough in item #5 was incorrect and should be changed to Jen Zych Herrmann instead. Ted moved and Jane seconded a motion to approve the minutes as corrected. The vote was unanimous in favor.

### **Discipline Coordinator Survey: Next Steps**

Michelle said we owe many thanks to Kelly Asche, who also received help from Lori and Ted, for all of the work on the discipline coordinator survey. We need to think about next steps. We had talked about sharing the results for information in committee reports at Campus Assembly, just so the campus knows what we've been doing. Lori asked if we are taking the results to the Faculty and P&A Affairs Committee (FAPAAC)? Michelle said that is still an option. We would not hold a joint committee meeting due to lack of time this spring. A subcommittee of the Consultative Committee could meet with them or there could be a joint chair meeting. Ted thought we should just send it to the FAPAAC chair and ask for feedback on next steps. Lori asked what our role is with this survey? Michelle said we are a sounding board. Our job is not to create new policies, but FAPAAC might be an appropriate committee to do so. Alisande noted that they have just conducted a separate faculty survey, so it might inform what they are doing.

Jane wondered who ultimately decides what discipline coordinators do. Can faculty create a group to come up with a job description to make it more clear and realistic and then send that to Campus Assembly for a vote? Michelle said that idea appeared in the discipline coordinator report. The question is who would convene such a group. Division chairs make decisions related to discipline coordinators. There is not a clear source of direction. Nancy commented that discipline coordinator is not a job that is in the constitution and probably not appropriate for Campus Assembly to vote on, unless someone prepares a proposal to add that job to the constitution. The dean and division chairs should decide on this administrative position. Michelle agreed that it is an Academic Affairs position and would go through the dean as administrator. Ted thinks the FAPAAC should look at it. Michelle noted that we seem to be in agreement to send forward the survey results to FAPAAC. We should also share the results for information in Campus Assembly. Ted suggested that we just do an update in committee reports, noting that the results can be found in the Digital Well. We should tell Assembly members that we have shared the results with FAPAAC.

### **Upcoming Meetings: Guests:**

Michelle said we have three more committee meetings after today. We have two guests to prepare for and we should also be getting ready for fall semester.

#### *April 4<sup>th</sup> Guest - Bart Finzel*

Michelle noted that some questions have already come up for Bart's visit. Asking about articulation agreements comes as a follow-up to Jen Herrmann's visit related to recruitment of students. This topic also came up in our meeting with the chancellor. What question are we really asking? What guidance would you give to programs who want to create an agreement for their program? Ted said we should ask how programs should talk about their programs in order to attract transfer students. Faculty in various programs need to connect with Admissions. Alisande commented that MNSCU is creating a particular process by which students can graduate with a B.A. after starting with a community college and are also marketing this opportunity. We are disadvantaged by not having a similar process.

Angie added that we should be taking care of transfer students when they get here. Michelle asked if there are other things we can do to support transfer students. Coco (Colette) said there are easy fixes that would make things better for transfer students—for instance, making things more well known. Transfer students are a good thing for UMM. Transfer students bring other perspectives to the table. Michelle asked Coco if she would be willing to make a list of the most pressing issues or complaints from fellow transfer students before the next meeting? Coco said she would do that and include items like talking to transfer students differently from new freshmen, mapping out what they need to do and who to talk to, and so on.

Jane asked if we are talking about all students who are coming in with credits? Michelle said no, we are talking about students who have been at other institutions. What Jane is talking about are new high school students who bring in a lot of credits as PSEO students. How should that affect our programs and advising? Coco said there have been rumblings from students about the advising program. Most students that complain have issues related to their major requirements. For large programs like biology, they have been assigned to faculty not in the discipline of their major. Jane commented that so many students come in with the idea of a career in a medical area. They are pushed to work on GenEds their first two years. This is disconcerting to students. Michelle added that it is a sheer workload issue for faculty. It is just not feasible to have, say, 80 advisees.

Ted noted that the advising model on this campus changed without proper training of faculty. No longer are all Science and Math majors placed with Science and Math faculty. The faculty from other divisions have not been properly trained to advise those Science and Math majors. Michelle noted that we can also bring this issue up with Brenda when she comes as a guest. In the master adviser group, they talked about a program that certifies faculty as approved advisers in certain majors. The thought is that students will have more confidence in their advisers if they are certified. Coco said students worry about missing out on something or having to take an extra year to complete their major.

Michelle said another thing on Bart's list of questions was retention of faculty and staff of color. Coco said she is curious about what Morris is doing to recruit faculty of color. It must be hard to convince anyone to move out here. Ted said we need to raise the issue of the Morris campus liaison who will assist with recruiting faculty of color and making sure search committees know about this person.

Angie said there were a few other questions listed in our Google discussion document. Do you see the new chancellor affecting the direction you take as the dean and, if any, what might that be? You presented the success coach initiative to the Consultative Committee last academic year. Is it too early for you to report on any successes that program has had thus far? Plans for assessment? Determine success of program for continued support? What is your vision of online education at UMM--any changes to the current program?

*April 13<sup>th</sup>: Brenda Boever, Judy Korn*

Michelle said we have invited Brenda and Judy to talk about APLUS and FERPA issues. This may not take the whole meeting. The registrar is typically the FERPA guru. Brenda also, as director of OAS and the success coaches, will have some input. Coco asked what is APLUS? Michelle said it is a system that allows advisers to search information on any students. There is a certain level of trust there. Our concern is that just having that access might be a temptation to misuse it. With APAS, faculty do not have access if they are not the adviser, but they can look up an unofficial transcript. Student groups and holds are shown in APLUS. It may be that we can't modify the APLUS system. We want to know if that is still the case. If we can't, then what are the best practices, training needed, etc.? Ted said all faculty and staff with access to the system have FERPA training.

Ted suggested that for both guest meetings, we should start by asking if they have anything they want the committee to address.

### **Draft Memo to Sarah Mattson**

Michelle said she and Angie have started a memo to Sarah. The memo will address two basic issues—recruiting assistance related to people of color and a request to more broadly share information about who the liaison is and how to take advantage of that person. The other topic is a request to be proactive and energetically seek out the

implicit bias training for search committees and beyond. We would draft the email and share with the committee for feedback before we send it.

### **Discussion: Dissolving Consultative Committee**

Michelle said this is a follow-up on the constitution task force and the question about dissolving some Campus Assembly committees. One on the list for possible elimination is the Consultative Committee. If something like that should happen, we might want to be proactive and think about who would handle the work if the committee would go away. The attachment to the Assembly agenda gave some preliminary ideas of what might happen. Even if this committee doesn't go away, we should think about what is important that we do and how our mission is stated in the constitution. We came up with list of issues that this committee has explored in the past few years including personnel issues, academic issues, conflict resolution for interpersonal issues, policy recommendations—not creating but being a sounding board—and also giving feedback on new initiatives. We also offered advice on membership categories to be represented on special committees, as well as facilities issues and questions. The topics have been so far ranging, do we need a committee to handle these issues?

Jane said there doesn't seem to be another committee so broadly versed in community life. Angie mentioned the fact that equal representation exists on the Consultative Committee but not on other committees. Michelle noted we have on occasion received personnel issues, like issues related to the supervisor or HR. If they can't go there, where else can they go? Jane said she has seen faculty come with issues with the administration, too. It is that broad community experience that is a UMM norm. It does take time and energy to have a committee like this.

Michelle suggested there should be a special ombudsperson if there is no Consultative Committee. Jane said it is less scary to bring an issue to this committee because there are others in the same job category sitting on it. Coco said she has had difficulty answering when people ask her what this committee does. What Jane is saying is a need, but do people know what we do? All of the people I have talked to who don't know where to go with a problem, this should be the place. Nancy suggested taking a look at the Consultative Committee website for an expanded description of the duties of this committee as perceived by a prior year's committee. Angie wondered if there are questions about whether the committee is fulfilling its constitutional role. Nancy noted that we send out an email every semester asking for issues. Michelle asked members to continue to jot down ideas as they arise. We will revisit our mission or our interpretation of our mission.

The meeting adjourned at 5:00 p.m.

Submitted by  
Nancy Helsper